

methods for dealing with a wide variety of historic resources. The new guide repeats and expands upon this methodology. Under each step, conscious actions are suggested that can be taken to find evidence of the African-American presence within the survey area. These range from the obvious to the innovative and refer to specific research methods, tools, sources, and examples. For example, the guide stresses the importance of using oral tradition to uncover the history of a group that was virtually undocumented in more traditional published records and explains how biases (both historical and our own) can influence the surveyor to disregard important clues about African-American history that may be found in standard sources.

One important aspect of this redirection is to encourage surveyors to focus more on the research and data gathering phases of the survey project than upon state and National Register evaluations. Because so little has been identified, the New York SHPO is interested in developing a substantial body of contextual information and building a database of properties and property types that have the potential to document New York's African-American history. Therefore, we are encouraging surveyors to record as much information as can be uncovered about the African-American presence in their communities, even if they are not able to complete documentation of specific resources within the scope of the survey project. The more information that can be compiled about this theme now, the easier it will be to identify and evaluate the resources associated with it in the future.

The New York State Historic Preservation Office is encouraging all individuals and groups conducting historic resources surveys to incorporate this aspect of local history into their overall project design. At the same time, New York's SHPO staff will give high priority to projects that focus on

identifying and recording properties associated with African-American history. We hope that these actions will ensure that more research is done, more context is developed, and more properties are added to the state and National Registers. More important, resources associated with African-American history will be better represented in the resource protection planning process.

—Kathleen LaFrank,  
Program Analyst in the New York  
State Office of Parks, Recreation  
and Historic Preservation.

Adapted from an article originally published in *Preservation New York*. Limited copies of the *Guide to the Survey of Historic Resources Associated with African-Americans* are available from Kathleen LaFrank, Field Services Bureau, Peebles Island, P.O. Box 189, Waterford, New York 12188-0189; 518-237-8643, ext. 261.

## PRESERVATION RESOURCES

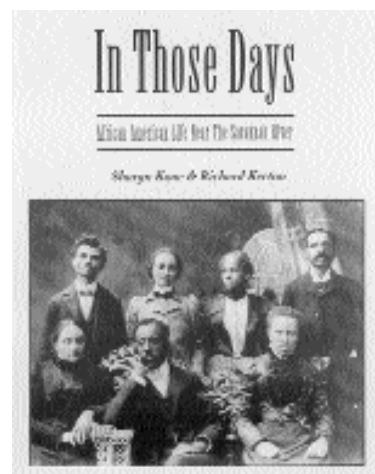
### *Publications*

In 1993, Independence NHP reprinted one of the first pamphlets published in America by African Americans. It is *A Narrative of the Proceedings of the Black People During the Late Awful Calamity in Philadelphia in the Year 1793 and a Refutation of Some Censures Thrown Upon Them in Some Late Publications*. It was written by Richard Allen and Absalom Jones, former slaves, community pioneers, and founders of the Free African Society. It is a compelling and graphic account of the experiences of black citizens during the yellow fever epidemic which ravaged the capital of the new republic. Unselfish service during the epidemic earned Philadelphia's African-American community respect and helped to strengthen African-American insti-

tutions like Jones' African Episcopal Church of St. Thomas and Allen's Mother Bethel A.M.E. Church which still thrive in Philadelphia.

The book is available through Eastern National Park and Monument Association for \$1.75.)

—Joanne Blacoe  
215-597-7115



*In Those Days: African American Life Near the Savannah River* by Sharyn Kane and Richard Keeton, 1994. An account of oral history from elderly African Americans in Elbert County, GA, and Abbeville County, SC. The text explores many facets of African-American life, beginning with slavery and continuing through to modern times. Many historic photos illustrate the text. The oral histories were collected by researchers as part of the Richard B. Russell Dam construction in the early 1980s. The volume was published by the Technical Assistance and partnerships Division, Southeast Archeological Center, National Park Service, with funding supplied by the U.S. Army Corps of Engineers.

—John Jameson

The Harpers Ferry Historical Association, a National Park Cooperating Association supporting Harpers Ferry National Historical Park, carries a large collection of titles and videos on African-American history. Videos include

Booker T. Washington, *The Life and the Legacy*; Frederick Douglass: *An American Life*; the Maggie L. Walker Story; and the John Brown Raid Videopack, which includes the video *To Do Battle in the Land*, the John Brown Raid Handbook, and a comprehensive study guide for use in the classroom.

Other titles carried by the association include biographies on Frederick Douglass, W.E.B. Du Bois, and John Brown; histories of African-American soldiers during the Civil War; guides to African-American historic sites; histories of the Underground Railroad; and a variety of children's titles.

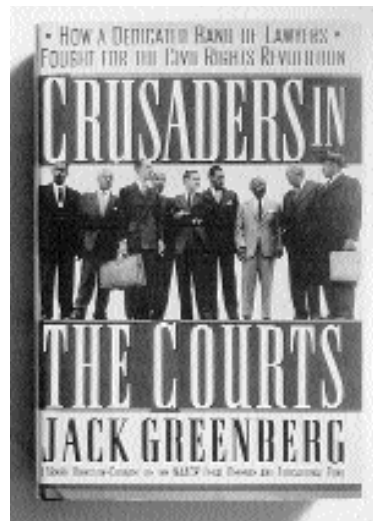
For more information, contact the Harpers Ferry Historical Association, P.O. Box 197, Harpers Ferry, WV 25425; 1-800-821-5206. ([http://www.nps.gov/hafe/hf\\_shop.htm](http://www.nps.gov/hafe/hf_shop.htm)).

The State Historical Society of Wisconsin has received funding for a five-year project entitled *African-American Newspapers and Periodicals; a National Bibliography and Union List*. The bibliography will be based on the large collections at the Society, University of Wisconsin System libraries, and specialized collections throughout the nation. The project is expected to result in a two-volume work detailing 4,000-6,000 extant publications.

Contributions regarding titles published in your area or held at your institution are welcome. Contact Danky or Hady at the State Historical Society of Wisconsin, 816 State Street, Madison, WI 53706-1488; 608-264-6532; fax: 608-264-6404; email [mex@ccmail.adp.wisc.edu](mailto:mex@ccmail.adp.wisc.edu).

*Virginia Landmarks of Black History*, published by the Department of Historic Resources, edited by Calder Loth, describes the 64 sites associated with African-American history in Virginia that are listed on the Virginia Landmarks Register. Available from the

University Press of Virginia, 804-924-3468.



*Crusaders In The Courts - How A Dedicated Band Of Lawyers Fought For The Civil Rights Revolution* by Jack Greenberg, Esq. (Basic Books 1994)

This book is considered to be both a powerful personal memoir and a definitive history of an organization that helped change American society, the NAACP Legal Defense and Educational Fund (LDF).

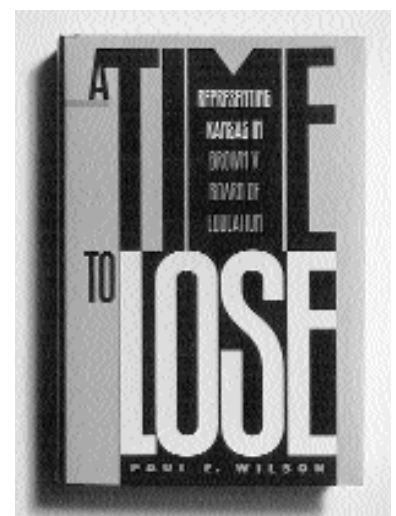
Together with Thurgood Marshall and a cadre of brilliant young attorneys, Greenberg became a key figure at the LDF. He joined the staff in 1949 and remained with the organization for 35 years, succeeding Marshall as Director-Counsel in 1961 with Marshall's appointment to the U.S. Supreme Court. During Greenberg's tenure, most cases associated with civil rights history—school integration, equal employment, fair housing, voter registration—were argued with his participation or litigated under his direction.

More than a history of the litigation that made the LDF so important, the book offers unique insights into the organizations strategies, courtroom techniques, values, and personal relationships. It is filled with stories of experiences, including the school cases in *Brown v. Board of Educa-*

*tion*; representing Martin Luther King, Jr. in Birmingham to win him the right to march from Selma to Montgomery; the integration of the University of Mississippi, and the University of Alabama when George Wallace stood in the school house door. *Crusaders in the Courts* is an epic saga of a critical period in American history. Jack Greenberg joined the faculty of Columbia Law School in 1984. He served as Dean of the College from 1989 to 1993. He remains a member of the LDF Board of Directors.

*A Time To Lose: Representing Kansas In Brown v. Board of Education* by Paul Wilson, Distinguished Professor Emeritus of Law at the University of Kansas. (University Press of Kansas 1995)

Through his narrative, Wilson recalls events known only to Brown insiders. He recreates the world of 1950s Kansas, places the case in the context of those times and politics, and provides important information about the state's ambivalent defense. Reflections from his perspective reveal that the Kansas case and his own role were different from the other cases joined with Brown in significant ways. After all, this U.S. Supreme Court decision was not based on one case, but five cases combined under the heading of Brown. These cases were *Briggs v. Elliott* from South Carolina, *Bolling v. Sharpe* from the District of Columbia, *Belton v. Gebhart* (*Bulah v. Gebhart*)

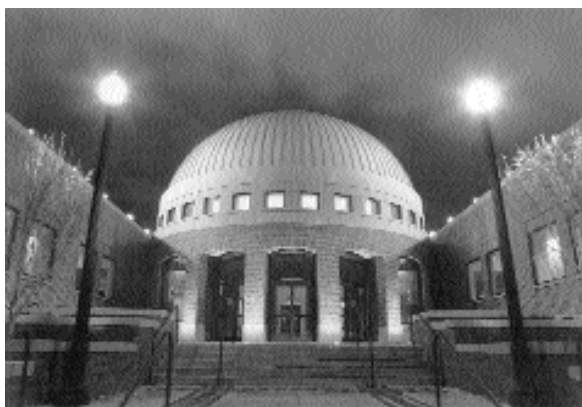


*African American Historic Places* describes more than 800 properties in 42 states and two U.S. territories listed in the National Register of Historic Places for their significance in African-American history. Also included in the book are eight articles on the African-American experience and study and five geographic and thematic indexes which make the book a valuable reference for anyone interested in African-American history. Edited by Beth L. Savage, an architectural historian with the National Register of Historic Places, the 623-page book may be ordered by calling 1-800-225-5945. The book was a collaborative effort among the National Park Service, the National Conference of State Historic Preservation Officers, the National Trust for Historic Preservation, and others.

from Delaware, *Brown v. The Board of Education of Topeka* from Kansas, and *Davis v. County School Board of Prince Edward County, Virginia*. Although the basic contention in these cases was the same—the injustice resulting from racial segregation in public schools—the Kansas case permitted a challenge of segregation *per se*, did it in fact violate the 14th Amendment.

Wilson uses this book to step back and to suggest some fundamental lessons about his experience, the evolution of race relations, and the lawyer's role in the judicial resolution of social conflict. He concludes that, "Any scheme that classifies people on the basis of race or color and withholds from one class benefits that are enjoyed by others is indefensible. As a lawyer, I spoke in defense of a law that permitted such a result."

Birmingham Civil Rights Institute.



## Birmingham Civil Rights Institute

Events in Birmingham, Alabama during the 1960s stirred the conscience of the nation and influenced the course of civil and human rights around the world. The Birmingham Civil Rights Institute in Birmingham, Alabama captures the spirit and drama of the countless individuals who dared to confront racial discrimination and bigotry. Dedicated on November 15, 1992, the Institute is a community's commitment to the courageous souls who walked to freedom. It is also a testament to building bridges of understanding among all people.

The exhibits take the visitor through the history of African-American life and the struggle for civil rights and human rights worldwide. Visitors experience for themselves the drama of this courageous story as it is reenacted in the permanent displays.

The Birmingham Civil Rights Institute is a "living institution" which views the lessons of the past as a positive way to chart new directions for the future. Its programs and services are designed to promote research, provide information, and encourage discussion on human rights issues locally, nationally, and internationally.

520 Sixteenth Street North  
Birmingham, AL 35203;  
205-328-9696

## Teaching with African- American Historic Places

There are now 54 Teaching with Historic Places lesson plans available. Many of these are based on places important in African-American history or include materials that deal with issues fundamental to understanding that history:

*The Vieux Carre* explains the origins of the distinctive New Orleans' culture created by the Creoles, including Creoles of Color;

*When Rice was King* describes life and work at an antebellum rice plantation in South Carolina;

*The Old Courthouse in St. Louis* includes a reenactment of the Dred Scott trial;

*Chicago's Black Metropolis* uses the once-vibrant city-within-a-city created by the Great Migration as a case study for discerning history in places around us;

*Glen Echo Park* chronicles the evolution of this once-rural Maryland get-away, and looks at the segregation practiced during Glen Echo's days as an amusement park;

*The Liberty Bell* provides information on the many groups and movements that have adopted the bell as a symbol of their causes, including 19th-century abolitionists and 20th-century civil rights advocates.

Several additional lesson plans in draft incorporate African-American themes and places as well. And the nearly-completed *American Work: American Workplaces* education kit contains a lesson plan on entrepreneurship that features Madame C. J. Walker, the first black American woman to become a millionaire.

Teaching with Historic Places lesson plans now are sold by Jackdaw Publications. For information on ordering, contact Jackdaw at P.O. Box 503, Amawalk, NY 10501, or call 1-800-789-0022.

For more information, write to Teaching with Historic Places, National Register of Historic Places, National Park Service, P.O. Box 37127, Suite 250, Washington, DC 20013-7127, or call 202-343-9536.

—Beth Boland  
Historian, National Register